



McNary Elementary School

McNary Elementary District

Corner of Spruce & Cooley, McNary, AZ 85930

Mailing Address: P.O. Box 598, McNary, AZ 85930-0598

ARIZONA
School Report Card
2001-02

Principal: Mr. James Hall

Schedule: 7:30 AM to 3:30 PM

Web Address: mcnaryeld.k12.az.us

E-mail: Unpublished or Unavailable

Grades: K-8

2001 Enrollment: 146

Phone: (928) 334-2293

Fax: (928) 334-2336

▼ School Overview ▼

Mission

McNary School has determined that all students can learn. Our mission is to provide both basic instruction in the 3Rs and exploratory classes that meet the special needs, talents and interests of all students, and to provide meaningful instruction to special education students through inclusion and pull-out. Our primary goal is to provide a personalized environment between the educator and the student.

Organization and Philosophy

- w Back-to-Basics
- w Self-contained K-5, Middle School 6-8
- w Small Class Size
- w Strong At-risk Programs

School/Academic Goals

- w Implement appropriate instruction at each grade level to meet the Arizona Academic Standards.
- w Provide appropriate remedial help for students not meeting standards through special education, Chapter I, counseling and tutorial programs.
- w Provide small group reading instruction for all students in grades one through three.
- w Implement standards-based curriculum in all subjects.

Instructional Programs

- w At-risk Program
- w CLIP Reading Program
- w Accelerated Reader Program
- w Middle School Organization (Grades 6-8)
- w Mentoring Program
- w Full-day Kindergarten
- w Computer Lab (K-8)
- w Air-Brush Art Program

Enrollment

October 1, 2000 School Year Student Enrollment:	142
Accepting New Students in 2001-02 Under Open Enrollment Law ¹ :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	42

¹ Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

0 School Administrator(s)
 0 Non-certified Employee(s)
 0 Teacher(s)
 0 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	12.00
Other Professional Staff	1.00	Teacher Aide	6.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	2	1	0	0
7 to 9 years	2	1	0	0
10 or more years	1	0	0	0

▽ Shared Responsibilities ▽

School

We issue a Student Handbook to every student to take home for parental review. It contains all academic and extracurricular programs, assurances of a safe environment and how it is attained, and statements concerning the school's expectations of students' behavior/academics. Parent/student signatures of understanding are required and filed. Parents are kept informed through regular parent newsletters and notices. Monthly community meetings are used to discuss school activities and programs.

Parents

We ask that parents of our students provide proper clothing and nourishment, ensure that students attend regularly and that they complete their homework. It is important that parents read with their children and have a keen interest in the school and their children's education. We ask for parental advice on special needs their children may have and suggestions on improving their school. Communication between parent and school is of the utmost importance to all.

▽ Transportation Policy ▽

McNary School provides transportation to all students in the attendance area and to students in the HonDah area.

▽ Calendar Information ▽

Number of Instruction Days:	175	First Day of School:	8/3/01
Average Daily Instruction Time:	6 hrs. 20 min.	Last Day of School:	5/31/02

Operates on Extended Schedule

Report Card Release Dates

10/5/01	12/21/01	3/15/02	5/31/02
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Additional Calendar/Report Card Information

Parent/Teacher conferences are held twice a year. An open house and a curriculum night are also held.

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible² students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

² Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Computer Lab	W Media Center/Professional Library
W Art Room	W Music Facilities/Musical Instruments

Extracurricular Activities

W Computer Club	W Cheerleading
W Athletics	W Student Council

School/Community Resources

W Counseling Services	W Crisis Intervention
W Prenatal/Parenting Assistance	W Health Services
W Community Classes	W Breakfast/Lunch Programs
W Adult Computer Classes	W Recreational Activities--Open Gym

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

2000-01 School Achievements/Accomplishments

- | | |
|--|--|
| <p>w District Stanford 9 Achievement Test results for first grade reading were at grade level.</p> | <p>w District Stanford 9 Achievement Test results highest overall for any Reservation school in Apache or Navajo counties for 2000-01.</p> |
| <p>w At-risk program incorporates two teachers; one at K-3 and one at 4-8 to provide instruction to all children needing extra help.</p> | <p>w Art therapist works two days a week with at-risk children.</p> |

Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	93.1 %	94.8 %	93.5 %	94.2 %
Transfers Out ³	22.3 %	16.2 %	16.0 %	20.6 %
Transfers In ⁴ : Within District	0.0 %	3.4 %	2.8 %	3.0 %
Transfers In ⁴ : Out-of-District	23.0 %	6.3 %	5.9 %	7.9 %
Promotion Rate ⁵	100.0 %	98.7 %	98.1 %	94.2 %
Retention Rate ⁶	0.0 %	1.3 %	1.9 %	5.4 %
Dropout Rate ⁷	NA			11.1 %
Status Unknown ⁸	NA			6.7 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

³ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

⁴ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

⁵ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁶ Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

⁷ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

⁸ Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
School-to-Work Project Award	1999

▽ Academic Achievement Indicators ▽

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2000-01

		Number Tested	MS	FFB	A	M	E
Grade 3							
Reading	School	16	508	18%	31%	37%	12%
	State	60969	521	11%	18%	44%	27%
Writing	School	13	496	23%	23%	53%	0%
	State	59929	535	12%	13%	62%	13%
Mathematics	School	16	472	37%	43%	18%	0%
	State	61089	510	14%	29%	34%	23%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	13	488	38%	38%	15%	7%
	State	63518	503	22%	24%	41%	14%
Writing	School	11	454	72%	18%	0%	9%
	State	62270	505	19%	28%	41%	12%
Mathematics	School	12	454	41%	50%	0%	8%
	State	63873	487	17%	43%	12%	29%

Grade 8

Reading	School	**	**	**	**	**	**
	State	56652	505	23%	20%	40%	17%
Writing	School	**	**	**	**	**	**
	State	55212	492	17%	41%	40%	2%
Mathematics	School	**	**	**	**	**	**
	State	56871	454	43%	40%	12%	6%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▽ Mathematics Education and AIMS ▽

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	--	--	--	85	52	60
2	Reading	--	--	--	--	--	--	100	26	50	100	48	52	76	26	53
	Language	--	--	--	--	--	--	100	9	40	100	59	43	86	10	44
	Mathematics	--	--	--	--	--	--	100	11	51	100	43	55	81	22	57
3	Reading	8	**	44	88	31	47	100	31	47	100	45	48	75	30	50
	Language	92	31	45	88	29	49	100	57	51	100	45	54	80	27	56
	Mathematics	92	31	41	88	24	46	100	30	49	100	26	52	80	28	54
4	Reading	75	32	52	67	26	53	100	35	54	100	49	54	79	29	55
	Language	92	27	45	83	33	47	100	41	49	100	42	48	100	24	50
	Mathematics	92	27	48	67	30	51	100	33	54	100	39	55	100	27	57
5	Reading	92	15	50	75	19	51	100	30	51	69	41	51	60	23	51
	Language	92	9	40	75	23	42	100	30	44	69	32	45	60	26	45
	Mathematics	92	9	47	75	26	51	100	30	54	87	41	55	60	38	57
6	Reading	100	20	52	75	27	53	100	29	54	93	35	53	88	41	54
	Language	100	12	40	75	21	41	100	26	44	93	23	44	88	25	45
	Mathematics	100	16	54	75	26	57	100	40	59	93	44	60	88	46	63
7	Reading	100	13	52	100	25	52	100	31	53	53	35	52	82	44	53
	Language	100	14	49	100	21	52	100	35	54	53	35	54	82	48	55
	Mathematics	100	23	50	100	24	53	100	45	55	69	47	56	82	50	58
8	Reading	83	27	54	100	19	54	100	51	54	90	35	53	62	50	55
	Language	100	13	45	100	10	46	100	54	49	90	20	49	62	43	50
	Mathematics	100	23	50	100	20	52	100	49	54	99	40	56	62	51	58

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	54	53
Grades 3-4	*	82
Grades 4-5	*	*
Grades 5-6	91	82
Grades 6-7	*	*
Grades 7-8	*	*

*Less than 10 students matched

**No information available

***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

McNary School has a closed campus policy. Our new school building has been designed with student safety as a primary concern. Everyone entering the facility must pass the front desk, doors are kept locked to limit entry. A new Emergency Plan is being developed this year.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

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School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$5,382	\$788,259
Classroom Supplies	\$524	\$76,748
Administration	\$981	\$143,694
Support Services-Students	\$290	\$42,499
Other Support Services and Operations	\$1,527	\$223,634
Total Expenditures- All Categories 1999-2000	\$8,704	\$1,274,834

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$6,760.48 [\$36.02 per Student x Enrollment (ADM)].

Trigger Fund Usage for Classroom Enhancement *

NDS

* Information is self-reported by the district and is unaudited.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	NDS		
Transportation Policy	George McCormick	(928) 334-2293	
Community Resources	Judy Collier	(928) 334-2293	
School Nutrition Programs	Jessica Bland	(928) 334-2293	102
Parent Organization	NDS		
Student Health/Nurse	Judy Collier	(928) 334-2293	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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